

**Standard 6-2** The student will demonstrate an understanding of life in ancient classical civilizations and their contribution to the modern world.

**6.2.6** Summarize the significant features of the classical Chinese civilization, including the Silk Road and contributions to the modern world such as gunpowder, paper, silk, and the seismograph. (H, G, E)

**Taxonomy Level:** B 2 Understand/Conceptual Knowledge

**Previous/future knowledge:**

This is the first time students have been taught about classical Chinese civilization.

In Global Studies, students will explain the significant political, commercial, and cultural changes that took place in China in the nineteenth century (GS-4.1).

**It is essential for students** to be able to identify and locate the Silk Road on a map and summarize its importance on the development of trade in China. Students should recognize that the Silk Road has been used for millennium to connect the cultures, empires, and economies of the Mediterranean, Central Asia, and China and foster the flow of goods and ideas from one region to another. Furthermore, this indicator calls on students to summarize major contributions of classical China. Gunpowder and paper are two of the elements often referred to as the “four great inventions of ancient China” (along with the compass and printing). Used in apparel and art, silk became the staple of trade with the east and, more than any other product, was a symbol of ancient China. China also developed the first seismograph.

**It is not essential for students to know** specific Chinese dynasties or emperors. Students do not have to know the particular items traded on the Silk Road or identify trading center/cities that appeared on the Silk Road. While students must have an understanding of the Chinese contributions, including their importance, it is not necessary for them to know the dates or dynasties associated with the developments or the person(s) responsible for their creation.

**Assessment guidelines:** In order to measure understanding of classical Chinese civilization, appropriate assessments should require students to **summarize** the value the Silk Road to the success of Chinese civilization, **infer** the reason for the development of the Silk Road, and **locate** and identify it on a map. It would be suitable for students to **explain** the importance of gunpowder, paper, silk, and/or the seismograph. It would be fitting for students to **compare** these contributions and defend which was the most important – either to China and/or to the world.